

Junior School at Brigidine



BRIGIDINE
COLLEGE

A Kildare Ministries school in the Brigidine tradition



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Vision and Mission

The Junior School at Brigidine College Indooroopilly is a warm, nurturing and inviting learning environment, where innovative teachers implement the Learning with Care programs through quality learning experiences.

At Brigidine College Indooroopilly, girls share in the joy of learning, developing their sense of self, understanding of others, and their place in the world.

We celebrate our students working and learning together where opportunities are promoted, in both academic and cocurricular activities. This is reflected in authentic learning environments for girls to flourish.

The Junior school is student-centered, focusing on social, emotional and cognitive development which is pivotal in the teaching and learning pedagogy in Years 5 and 6.

Our Junior School

Year 5 and Year 6

Comprehensive and flexible learning programs provide for ongoing development of each student's heart and mind to fully engage in learning.

Our learning programs are comprehensive and flexible in academic, cultural and personal development. This is to ensure the potential of each student grows in accordance with their abilities and aspirations, whilst providing opportunities for enrichment and engagement.

Using an interdisciplinary approach in the Junior School, STEM, the Arts and Languages are taught using Units of Inquiry (UI), with key skills interwoven throughout each subject. We strive for a seamless and continuous curriculum, with programs personalised to suit the needs of individual students in the Junior School. We recognise that students learn differently and strategies and programs implemented in classrooms reflect that reality.

Throughout the Junior School years, particular attention is devoted to literacy and numeracy – the natural foundation of many learning outcomes. Of great importance is the acquisition of thinking skills and deep understanding. We want our students to not only be deliberative and clever thinkers, but also creative and critical thinkers.

In our curriculum, we seek to develop the cognitive, academic and life skills of our student community.



Our intentions

Joining Brigidine College in our Junior School will provide your daughter with an ideal transition into Secondary school. From Year 5 at Brigidine, she will discover her values, her passions, her tribe and her place.

The College intends to support this growth through the following means:

- Commit to continuous improvement as a dynamic learning community.
- Encourage all students to strive to reach their academic potential with an understanding and acceptance of their individual skills and talents.
- Recognise their effort and achievement and celebrate excellence.
- Engage learners in a developmental curriculum which is relevant, contemporary, accessible and diverse.
- Embed inclusive learning principles and the core values from the Brigidine tradition within learning experiences.
- Support the diversity of our learners through a variety of teaching styles and learning experiences.
- Approach with feedback that supports continuous learning.
- Integrate ICT and other technologies across the curriculum to enhance learning within and beyond the educational context.
- Support students with inclusive practices for all, providing enrichment opportunities for more able students, within available resources.
- Evaluate student learning through a wide range of accessible assessment.
- Communicate with the College community in a transparent, informative, timely and professional manner.
- Provide opportunities outside the classroom to complement and further enrich a student's learning experience.

Overall, students are encouraged to consider the contributions that they can make, to take action in the service of others and care for the environment through their roles as global citizens.

We acknowledge that students are exploring faith and spirituality. Students will be presented with a Catholic/Christian worldview as a pathway for their lives.

Our Junior School will build on the Brigidine traditions and rich heritage of our Kildare Ministries schools across Australia.



Organisation

Our Junior School at Brigidine College Indooroopilly offers an exciting, wonderful and structured environment where Learning with Care for the individual is the reality of each student.

Strong values are modelled by staff and reflected in the behaviours of students. Good manners and respect are evident amongst all members of the Junior School community, as is the friendly, welcoming environment.

Communication is highly valued and a collaborative partnership is encouraged between home and College.





The Junior School curriculum is student-centered rather than subject-centered, where student agency is valued.

Whilst the amount of curriculum time for each subject is nominally allocated, teachers are encouraged to integrate subjects where possible without losing the integrity or academic rigour of any subject.

Literacy and numeracy development are the cornerstone of the curriculum and taught across all learning areas in Year 5 and Year 6 subjects. Our Junior School teachers will embrace a number of age-relevant pedagogies in their teaching. These include inquiry, collaboration, active and experiential learning, personalised learning, choice, feedback and authentic and reflective assessment.

Daily Organisation

Students in Year 5 and Year 6 work in core classes, where they study a common curriculum together. Each class is assigned a core teacher who teaches a number of subjects to the class. Specific needs of students are met, not only with differentiated classroom instruction, but also by programs such as those listed in Opportunities (page 23).

Year 5

Year 5 is made up of a Core classroom with a mainstream teacher who will be supported by specialist teachers in key learning areas including the Arts and Languages.

Year 6

Year 6 is made up of a variety of specialist teachers which closely mirrors the Secondary model. This will assist with the transition process from Junior to Middle School. In Term 4 of Year 6, students will have increased opportunities for connection with Home Rooms which will allow them to form greater relationships with students and staff of the Secondary School.

Specialist Teachers

There are numerous specialist teachers who enable us to offer a wide variety of programs – the Arts, Health and Physical Education, STEM and Languages.

Homework

Brigidine College Indooroopilly has a policy to give homework on an appropriate basis; the aim is not to burden a student with a lot of extra repetitive work, but to help set appropriate work patterns that will stand the student in good stead throughout her school life. Reading practice is essential throughout the Junior years. Increasing amounts of English and Mathematics homework are given as students progress through the school. Specialist subject homework may also be included at certain times.

Success with homework and study depends on establishing a routine which includes:

- A place to study
- A set time to study
- A good routine

The place to study should be quiet and free from distractions. If possible set a special area aside for homework with good lighting to help avoid unnecessary tiredness.

As a general guide for students and parents, the following times are suggested for each Year level:

Year 5 – 20 minutes

Year 6 – 30 minutes



Curriculum

At Brigidine College Indooroopilly, the phases of learning are organised as: Junior School (Year 5 and Year 6), Middle School (Years 7 to 9) and Senior School (Years 10 to 12).

As the only Queensland-based school in the Brigidine tradition, offering a Catholic all girls education for late Primary and Secondary, our students study Religious Education throughout their time at the College. For our Junior School, we follow the Brisbane Catholic Education program. This includes a Sacramental Program with assistance from the local Parish.

For the Australian Curriculum, eight learning areas have been implemented. These are English, Mathematics, Science, Humanities and Social Sciences (History, Geography, Civics and Citizenship, Economics and Business), The Arts, Languages (French or Japanese), Health and Physical Education and Technologies.

The Australian Curriculum sets out what all young people should be taught through the outline of curriculum content and the learning expected at points in their schooling through the specification of achievement standards.

The Australian Curriculum also includes a focus on seven general capabilities (literacy, numeracy, digital literacy, critical and creative thinking, ethical understanding, personal and social and intercultural understanding) and three cross-curriculum priorities (Aboriginal and Torres Strait Islander Histories and Cultures, Asia and Australia's Engagement with Asia and Sustainability). These have been embedded where relevant and appropriate in each learning area.

[Australian Curriculum: http://www.australiancurriculum.edu.au](http://www.australiancurriculum.edu.au)



Catholic Values in Education

In addition to these learning areas, students at Brigidine College Indooroopilly undertake the Brisbane Catholic Education Religious Education program.

The Program provides opportunities for students to engage in a range of learnings from scripture and applied theology. Opportunity is given for students to explore their own understanding of faith and how it provides a basis for the choices they make and the relationships they foster. Students engage in a variety of learning activities and continue to develop confidence in using their Bibles to find passages of scripture relevant to the learning task. A Sacramental Program will also be offered with the assistance from the local Parish.

English

English aims to develop the knowledge, understanding and skills to ensure that students:

- learn to purposefully and proficiently read, view, listen to, speak, write, create and reflect on increasingly complex texts across a growing range of contexts
- understand how Standard Australian English works in its spoken and written forms, and in combination with non-linguistic forms of communication, to create meaning
- develop interest and skills in examining the aesthetic aspects of texts and develop an informed appreciation of literature
- appreciate, enjoy, analyse, evaluate, adapt and use the richness and power of the English language in all its variations to evoke feelings, form ideas and facilitate interaction with others.

Mathematics

Mathematics aims to ensure that students:

- become confident, proficient and effective users and communicators of mathematics, who can investigate, represent and interpret situations in their personal and work lives, think critically, and make choices as active, engaged, numerate citizens
- develop proficiency with mathematical concepts, skills, procedures and processes, and use them to demonstrate mastery in mathematics as they pose and solve problems, and reason with number, algebra, measurement, space, statistics and probability
- make connections between areas of mathematics and apply mathematics to model situations in various fields and disciplines
- foster a positive disposition towards mathematics, recognising it as an accessible and useful discipline to study
- acquire specialist mathematical knowledge and skills that underpin numeracy development and lead to further study in mathematics and other disciplines.

Science

Science aims to ensure that students develop:

- an interest in science as a way of expanding their curiosity and willingness to explore, ask questions about and speculate on the changing world they live in
- a solid foundation of knowledge of the biological, Earth and space, physical and chemical sciences, including being able to select and integrate scientific knowledge and practices to explain and predict phenomena and to apply understanding to new situations and events
- an understanding of scientific inquiry and the ability to use a range of scientific inquiry practices, including questioning; planning and conducting experiments and investigations based on ethical and intercultural-aware principles; generating and analysing data; evaluating results; and drawing critical, evidence-based conclusions
- an ability to communicate scientific understanding and findings to a range of audiences, to justify claims with evidence, and to evaluate and debate scientific explanations and arguments
- an ability to solve problems and make informed decisions about current and future uses of science while taking into account ethical, environmental, social and economic implications of decisions
- an understanding of the dynamic nature of science knowledge including historical and global contributions, and an understanding of the relationship between science and society including the diversity of science careers.

Humanities and Social Sciences

Humanities and Social Sciences aims to ensure that students develop:

- a sense of wonder, curiosity and respect about places, people, cultures and systems throughout the world, past and present, and an interest in and enjoyment of the study of these phenomena
- key historical, geographical, civic, business and economic knowledge of people, places, values and systems, past and present, in local to global contexts
- an understanding and appreciation of historical developments, geographic phenomena, civic values and economic factors that shape society, influence sustainability and create a sense of belonging
- an understanding of the key concepts applied to disciplinary and/or cross-disciplinary inquiries
- the capacity to use disciplinary skills, including disciplinary-appropriate questioning, researching using reliable sources, analysing, evaluating and communicating
- dispositions required for effective participation in everyday life, now and in the future, including the ability to problem-solve critically and creatively, make informed decisions, be a responsible and active citizen, make informed economic and financial choices, and reflect on ethics.



Languages

The 3 interrelated aims of Languages are to develop knowledge, understanding and skills to ensure students:

- develop linguistic competence
- understand language and culture, and their relationship, and thereby develop an intercultural capability in communication
- understand themselves as communicators.

The Arts

The Arts aims to develop students’:

- creativity, critical thinking, aesthetic knowledge and understanding about arts practices
- knowledge and skills to imagine, observe, express, respond to and communicate ideas and perspectives
- use of available resources and materials including digital tools
- empathy for multiple perspectives and understanding of personal, local, regional, national and global histories and traditions through the arts
- engagement with the diverse and continuing cultures, arts works and practices of First Nations’ Australians
- understanding of local, regional, national and global cultures, and their arts histories and traditions, through engaging with the worlds of artists, arts works, audiences and arts professions.

Technology (Digital and Design Technologies)

Technologies aims to develop knowledge, understanding and skills to ensure that students:

- investigate, design, plan, manage, create and evaluate solutions
- are creative, innovative and enterprising when using traditional, contemporary and emerging technologies, and understand how technologies have developed over time
- make informed and ethical decisions about the role, impact and use of technologies in their own lives, the economy, environment and society for a sustainable future
- engage confidently with and responsibly select and manipulate appropriate technologies – tools, equipment, processes, materials, data, systems and components – when designing and creating solutions
- analyse and evaluate needs, opportunities or problems to identify and create solutions.

Health and Physical Education (HPE)

HPE aims to enable students to:

- access, evaluate and synthesise information to make informed choices and act to enhance and advocate for their own and others’ health, wellbeing, safety and physical activity participation





- develop and use personal, social and cognitive skills and strategies to promote self-identity and wellbeing, and to build and manage respectful relationships
- acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in various physical settings
- engage in and create opportunities for regular physical activity participation as individuals and for the communities to which they belong
- analyse how varied and changing personal and contextual factors shape opportunities for health and physical activity.

Wellbeing and Formation

The Wellbeing and Formation program is designed to address social, emotional and cognitive needs of our students at each stage of their development.

It focuses on the beliefs and behaviours of highly effective learners, as well as units relating to wellness, relationships, safety and purpose. Through a focus on self, others and service, we provide our students with an understanding of themselves, their peers and the broader community. Cybersafety, bullying, self-compassion and healthy choices are also addressed using external expert presenters and our own teachers.

Assessment

Assessment is holistic, comprised of both formative and summative tasks, ongoing, and adopts a wide range of assessment strategies.

Judgements about achievement are based on evidence collected over time. To provide this data, students complete a variety of assessments which may include; tests, investigations, observations, running reading records, reflective responses, oral or multi-modal presentations, and performances.

Standardised testing is also completed at the start of each year to inform and aid with directed learning.

NAPLAN

In Year 5, students also participate in NAPLAN Testing. Results from these tests are available mid-year. The information is used by the teachers to inform teaching, and students' progress is tracked across these stages.

Learning with Care

Learning at the College is based on four dimensions:

- Personalised learning in the classroom
- Augmented learning via cocurricular opportunities
- Enhancement opportunities by exposure to guest speakers and alternate experiences
- Inquiry based learning through self-directed multi-disciplinary practices

Across the year, teachers work with groups of students to support classroom programs. These activities aim to:

- Meet individual needs
- Take students beyond the curriculum
- Develop learning skills



STEM PROGRAM

Year 5 and Year 6 students participate in a number of activities during the year, culminating in Term 3 with a number of STEM-focused enrichment days planned.

These activities could include: CSIRO Space and Fun Physics, a visit by Gecko Wild Animals, excursion to the Botanical Gardens and the Bug Lady.

The program is devoted to raising the awareness of STEM-based activities as an integral part of their learning.

We are responsive to the needs of our students by taking them on a journey that develops critical thinkers who are able to strengthen their knowledge and understanding as they become increasingly independent learners.







Feedback

The Junior School at Brigidine College Indooroopilly is a warm, nurturing and inviting learning environment, where innovative teachers implement the Learning with Care programs through quality learning experiences.

Effective feedback assists our students to reflect on their learning and their learning strategies so they can make adjustments to make better progress in all they undertake. Staff use a variety of methods to share progress with students and their families. Examples of this include:

- Continuous feedback and reporting process through our Learning Management System
- Parent/Teacher Meetings
- Student-led Conferences
- Communication of Student Learning
- Interim Reports
- Semester Reports

School Reports

The report is one of the avenues that the College uses to inform parents of each student's achievement and progress. It is intended to provide students and parents with the information necessary to support and enhance student learning, to focus positively on student progress and performance, and to suggest goals toward where each student should focus.

Cocurricular Programs

All Junior School students will be able to engage in a variety of Academic, Sports, Arts and Mission based opportunities throughout the year.

The combination of Academic, Sports, Arts and Mission cocurricular programs work together to develop character, extend academically, and enrich the lives of our students and the communities they serve.

Our program continues to grow and change in the number and quality of opportunities offered with the development of students in mind and is an essential part of the wholistic education Brigidine offers.

Academic

Academic cocurricular opportunities have been designed to enrich and support the learning needs of our students. As such, they are subject to change and are dependent on the needs and interests of the students. Opportunities could include Debating, Chess Club, Maths competitions, Homework Help, Write a Book in a Day, Science Club and more.

Sports

Brigidine College offers a number of different sporting opportunities for students to get involved in. These range from opportunities for students to play socially to those aimed at students who are involved (or wishing to be involved) in Regional, State or National Representative sports. Training is provided outside of normal school hours by highly-skilled coaching staff.





Arts

A variety of cocurricular Arts opportunities provides our students with the freedom to express their creativity. Students are able to choose from a variety of options including; Instrumental Music, Dance, Drama, Choirs and Art activities.

Mission

Brigidine College aims to foster the development of Catholic faith and spirituality as well as to empower our students to create a more just society, within the College and beyond it through:

- Building Right Relationships
- Walking in Solidarity
- Welcoming Without Prejudice
- Being Called to Action

Our Mission groups provide our students with the opportunity to put these beliefs into practice. There are a number of opportunities for students to become involved in the College community, their local community or through service on a larger, global scale. Some of these include: Justice and Democracy, St Vincent de Paul, Music Ministry, Environment Club, Fundraising opportunities, and many others.

Enrichment opportunities

Year 5 Camp

A camp for Year 5 students will be considered depending on suitability for the cohort.

Year 6 Camp

A camp for students in Year 6 is planned to extend and enrich learning at Brigidine College Indooroopilly. This may include a citizen-based, environmental-based or Arts-based opportunity.

Information Communication Technologies (ICTs)

To ensure the integration of Information Communication Technologies (ICTs) across the curriculum. To support this, laptops will be incorporated for use in a variety of collaborative and individual tasks. These may include the use of tools such as Mathletics, Voicethread, Kerpoof, class blogs, PowerPoint, MovieMaker and Photostory 3. In addition to laptops, the Marian Centre incorporates other innovative ICT programs available to the Junior School. As part of their STEM lessons, students will utilise Maker Spaces where a specialist equipment is used for project-based learning.

Learning Resource Centre

Students visit the Library to participate in literacy activities. Activities vary depending on the year level and may include research techniques, use and creation of QR codes and creating book trailers. Weekly borrowing is encouraged and monitored during this time.

Inclusive Learning and Enrichment

Our Access and Diverse Learning Department works across all year levels. In the Junior School, there is a focus on early identification and intervention for students to fully access learning.

Our curriculum is designed to meet the needs of all students. Students are enriched academically via personalised learning practices. In addition, students can elect to participate in a range of Science, Maths and English competitions. We also provide the opportunity for students to become involved in Programs that include additional competitions, workshops, performances and excursions.





Enrichment opportunities include:

B

Book week
Brigidine Sports

C

Chess Club
Circus Skills
Competitions – Maths, Science, English, Languages

D

Dance Club
Debating
Drama Club

E

Environment Club
Ensembles (Brass, Percussion and Wind)

I

Individual instrumental music lessons

L

Leadership Roles
Library Monitors

M

Metropolitan West Sport

P

Premier's Reading Challenge
Public Speaking Competitions

Q

QCMF Music Competition

S

Science Club

T

Tennis

V

Vinnie's club (St Vincent de Paul Society)



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